R E P O R T R E S U M E S

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PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED.
LOS ANGELES CITY BOARD OF EDUCATION, CALIF.

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THIS DOCUMENT LISTS PROGRAMS IN THE LOS ANGELES SCHOOLS FOR THE EDUCATIONALLY DISADVANTAGED. ON THE ELEMENTARY LEVEL, THERE ARE PROGRAMS FOR THE EDUCABLE MENTALLY RETARDED, COMPENSATORY EDUCATION, A DIVIDED PRIMARY SCHOOL DAY WHICH ALLOWS FOR MORE INDIVIDUALIZED READING INSTRUCTION, AND AN EXTENDED SCHOOL DAY. ALSO OFFERED ARE REMEDIAL READING PROGRAMS, SOCIAL ADJUSTMENT AND PRESCHOOL CLASSES, SPECIAL RECEPTION SERVICES FOR NEW STUDENTS, AND A SATURDAY SCHOOL. IN THE SECONDARY SCHOOLS, SPECIAL PROGRAMS OFFER TRAINING IN BASIC SKILLS, CORRECTIVE READING, AND "POWER" READING. ALSO INCLUDED ARE CLASSES FOR THE EDUCATIONALLY AND MENTALLY RETARDED, THE SOCIALLY MALADJUSTED, NON-ENGLISH SPEAKING AND FOREIGN STUDENTS, AND ADVANCED PLACEMENT STUDENTS. COOPERATIVE PROGRAMS WITH JUNIOR AND SENIOR COLLEGES ARE AVAILABLE TO SELECTED 12TH-GRADE STUDENTS, AND THERE IS A COMMUNITY-SCHOOL OPPORTUNITY PROJECT. A STUDENT ACHIEVEMENT CENTER HELPS TO PROMOTE SCHOOL SUCCESS. GROUP COUNSELING IS ALSO OFFERED, AND THERE ARE VOCATIONAL EDUCATION PROGRAMS AND AN IN-SCHOOL NEIGHBORHOOD YOUTH CORPS PROJECT. FOR ADULTS, THERE ARE PARENT-CHILD PRESCHOOL CLASSES, GERONTOLOGY AND HOME MANAGEMENT CLASSES, AND GUIDANCE, COUNSELING, AND TESTING SERVICES. FOR EACH EDUCATIONAL LEVEL, TABLES LIST PROGRAM LOCATIONS AND SOURCES OF FUNDS. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Elementary

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

Educable Mentally Retarded Classes

A core program for educable mentally retarded pupils taught by specially credentialed teachers is provided within a regular school program. Class limits in the primary grades are 12-15 children; in the middle and upper grades from 15-18 children.

Compensatory Education

Concentrated during the regular school day, this program provides assignment of additional teachers to schools with large numbers of educationally disadvantaged youngsters. Efforts to strengthen educational programs consist of reduction of class size at the primary level, providing of a variety of remedial services deemed appropriate for that particular school, or teaching of English to non-English speaking pupils.

Divided Primary Day

An organizational provision allows for staggered daily attendance of primary pupils for the purpose of giving more intensive individualized reading instruction than is possible in the normal type of organization. A portion of the class commences school and is dismissed at an earlier hour than the remainder of the class which permits a smaller number of pupils with the teacher during reading periods.

Extended Day School

Programs provide supplemental assistance after regular school hours at the elementary school level to children from disadvantaged areas whose needs for remedial assistance in their school work is evident. Extra teaching help is provided to improve opportunities for academic success through emphasis on remedial reading, reading improvement, arithmetic improvement, language arts improvement, library utilization, individualized tutoring and help with homework concepts, improvement of student leadership potential, and specialized student club activities.

UD003123

Remedial Reading

Special reading programs are designed to improve the reading achievement of pupils who have need of additional assistance beyond the regular basic reading program. The assignment of a special teacher with reduced class size offers greater potential for intensive individual reading instruction.

Social Adjustment

Classes provide special placement for pupils with behavioral problems who also take an undue proportion of instructional time in the regular classroom. The assignment of a special teacher with reduced class size offers potential for students to gain insight into their learning or adjustment difficulties and opportunity to give both individualized academic help and special guidance to these pupils.

Pre-school Classes

These classes provide an attack upon the problems of social and educational deprivation at their very roots in order to help ready environmentally disadvantaged youngsters to compete successfully with their contemporaries as they start and progress through the school cycle. Motivation and experiences both social and academic are designed to prepare children in their early formative years for success in a school situation.

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Elementary (cont'd)

The Reception Room

This project is designed to provide "team" assistance to the individual disadvantaged child whose first contacts with the Los Angeles City Schools are unaccompanied by achievement, health, attendance, test or other informative data which permit accurate, initial class placement. The program design includes an involvement of the parent to promote understanding and cooperation which will aid in making successful the child's experience in a new class setting.

A specialized team, coordinated by the counselor, gathers essential information so that appropriate remedial, instructional, and/or enrichment procedures may be instituted as indicated and recommendation for placement of the environmentally disadvantaged child be based upon relevant data.

Staff at two elementary schools, for an average of 20 children per month in each of three rooms, provides orientation, diagnosis of educational and physical needs, and "team" class placement recommendations. One school serves primary age children; the other school serves pupils eligible for placement in grades 1-3; 4-6.

Saturday School

Programs provide specialized instructional assistance in concentrated form for children referred by staff of the regular school. Teaching aid stresses individual assistance in remedial reading, arithmetic improvement, language arts, use of library, and homework concepts. School libraries, special interest activity programs, and playgrounds at the Saturday School are also maintained for enrichment of and use by children.

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

		District Funds											State Funds	Federal Funds			
			Compensatory Teachers					Remedial Teachers									
Elementary Area		Educable Mentally Retarded Classes	English	Reading	Reduce Norm	Divided Day Reading Program	Extended Day Program	Reading	Mathematics	Language Arts	Social Adjustment Classes	Extended Day Program	Extended Day Program	Pre-School Classes	Reception Room	Saturday School
Albion Street	N	6		1		X							X			
Alta Loma	W						X									
Angeles Mesa	W	2		1			X									
Ascot Avenue	N	6		2						•	1		X			X
Bandini Street	H	3				X							X			
Barton Hill	H	4			1								X			
Belvedere	E	5			1	X					1		X			
Breed Street	E	2				X							X			
Bridge Street	E	4	1/2	1/2									X			
Broadway	W	8		1	1			1/10			1		X			
Brooklyn Avenue	E	6	1/5	4/5		X				1			X	X		X
Burnside Avenue	W			1			X									
Castelar Street	N	2											X			
Cienega	W	2		1	1											X
Compton Avenue	S	7		1									X			
Dacotah Street	E	1				X		1					X			
Eastman Avenue	E	4		2				1		1/5			X			X
Euclid Avenue	E	4		1		X							X			
Evergreen Avenue	E			1		X		1					X			
Fifteenth Street	H	2						1			1		X			
Fifty-Ninth Street	W						X									
Fifty-Second Street	N	6		2			X				1					
Filmore Street	VN	2		1	1			1					X			
First Street	E	1				X							X			
Florence Avenue	S	4			1			1					X			
Ford Boulevard	E	3	1	1		X							X			
Forty-Ninth Street	N	6			2			1								X
Forty-Second Street	W			1/10		X	X	1								
Gates Street	E	2		1		X							X			
Glen Alta	E	2	1/5	4/5		X							X			
Graham	S	4				X		1					X			
Grape Street	S	7				X					1		X		X	X
Hammel Street	E	7	1	1		X				1/5	1	X		X		
Harrison Street	E	2		1		X							X	X		X
Hawaiian Avenue	H	4			1			1			1		X			
Holmes Avenue	N	4			1								X			
Hooper Avenue	N	6			2		X	1								
Humphreys Avenue	E	3		1		X		1					X			
Huntington Drive	E	3		2		X							X			

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

		District Funds											State Funds	Federal Funds		
			Compensatory Teachers					Remedial Teachers								
Elementary Area		Educable Mentally Retarded Classes	English	Reading	Reduce Norm	Divided Day Reading Program	Extended Day Program	Reading	Mathematics	Language Arts	Social Adjustment Classes	Extended Day Program	Extended Day Program	Pre-School Classes	Reception Room	Saturday School
Lillian Street	N	2				X		1					X			
Main Street	N	6		1	1						1			X		
Malabar Street	E	5	1			X				1			X			X
Manchester Avenue	S	4			1		X									
Marianna Avenue	E	3	1/2	1/2								X				
Marvin Avenue	W	3		1			X	1/10								
Menlo Avenue	N	6			2		X									
Miramonte	N	7		2							1	X				X
Murchison Street	E	6		2							2		X			X
Nevin Avenue	N	4			1			1					X			X
Ninety-Ninth Street	S	6			1								X	X		
Ninety-Second Street	S	9		2								X				X
Ninety-Sixth Street	S	4											X			X
Ninety-Third Street	S	6		1		X					1		X			
Normandie Avenue	N	3		1	1		X									
Normont	H	5		1		X							X			
Norwood Street	N	4		1									X			X
118th Street	H	5			1								X			
111th Street	S	5			2						1		X			X
109th Street	S	2			1			1					X			
102nd Street	S	10			1								X	X	X	
116th Street	H	3			1								X			
112th Street	S	6			2			1			1		X			
122nd Street	H	4			1			1					X			
Pacoima	VN	7			2	X					1		X	X		X
Park Western Place	H				1			1					X			
Parmelee Avenue	S	5		2		X					1					
Riggin Avenue	E	6	1*	1		X					1		X			
Ritter	S	8			1			1					X	X		
Roscoe	VE						X									
Rowan Avenue	E	7	1*	1		X							X			X
Russell	S	6	1	1							1		X			
San Fernando	VN	6			1		X	1								
San Pedro Street	N	7			1								X			
Santa Barbara Avenue	N	4		1	1		X									
Second Street	E	5				X		1					X			
Seventy-Fifth Street	S	4		1		X		1/3	1/3	1/3	1		X			
Seventy-Ninth Street	S	3			1								X			

* Non-English Speaking (N.E.S.)

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PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

		District Funds											State Funds	Federal Funds		
			Compensatory Teachers					Remedial Teachers								
Elementary Area		Educable Mentally Retarded Classes	English	Reading	Reduce Norm	Divided Day Reading Program	Extended Day Program	Reading	Mathematics	Language Arts	Social Adjustment Classes	Extended Day Program	Extended Day Program	Pre-School Classes	Reception Room	Saturday School
Sheridan Street	E	4	1*	1		X		1		1			X			
Sixty-Eighth Street	N	4		1			X				1					
Sixty-Sixth Street	N	7			2						1		X			
Soto Street	E	6				X							X			
South Park	S	6		1							1		X			
Sunset Avenue	W												X			
Telfair Avenue	VN		1*	1			X									
Thirty-Second Street	N	2									1		X			
Thirty-Seventh Street	N	5		1	1		X	1								
Thirty-Sixth Street	W	3		1			X									
Trinity Street	N	6			1								X			
Twentieth Street	N	3			1								X			
Twenty-Eighth Street	N	6		1	1						1		X	X		
Twenty-Fourth Street	W			2			X	1								
Utah Street	E	2			1	X		1			2		X			X
Vaughn Street	VN	6			2	X		1			1	X				
Vermont Avenue	N	4		1	1		X									
Virginia Road	W	2					X									
Wadsworth Avenue	N	8			2			1					X			
Weigand Avenue	S	6		1							1		X			X
West Vernon Avenue	N	3			1								X			
Western Avenue	N	3		1			X				1					
Westminster Avenue	W	6		1				1/10					X			X
Wilmington Park	H	6			1	X		1					X	X		
Woodcrest	H	2			1		X	1								

* Non-English Speaking (N.E.S.)

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PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Secondary

Basic Reading

Corrective reading instruction is provided for apparent slow learners other than Educable Mentally Retarded who have reading problems. The program includes diagnosis of reading problems and a sequential development of fundamental skills; phonetic analysis and other methods of word recognition, vocabulary development and comprehension of central thought, of significant details, of sequence of events and of cause and effect relationships. Appropriate multi-level materials are used and instruction proceeds at a pace suited to the capacities of the pupils to improve ability and increase interest in reading. Improves study skills.

Reading Improvement

Corrective reading instruction is provided for pupils of average or above average ability who are reading considerably below expectancy. The program includes diagnosis of pupil reading problems and a sequential development of fundamental skills; phonics and other methods of word recognition; vocabulary building through speaking, listening, reading, and writing; phrase reading; comprehension of central thought and significant details, and of cause and effect relationships; and obtaining exact meaning from the printed page in study and general reading. Appropriate multi-level materials are used. A pace suited to the capacities of pupils is maintained in order to increase their ability and interest in reading. Improves study skills.

Power Reading

The program is planned for pupils of above average ability who are reading at or above their grade level and who wish to improve their skills of comprehension and critical thinking. It is intended to be both voluntary and selective. A highly individual series of learning experiences are provided which are based on analysis of student needs and abilities, and draw its materials from various content areas - social studies, science, mathematics - as well as from literature. The program aims to develop higher power of comprehension, recall, interpretation, perception, and appreciation. It increases vocabulary and emphasizes study skills, and depth, efficiency, and discrimination in reading. Flexibility is developed and reading rate adjusted to the material and purpose of reading. The interest and power to plan a self-improvement program for continued growth in reading at mature levels is promoted.

The Special Training Program

Special sections of content field areas are provided for apparent slow learners who require more individualized assistance in their educational program.

Program for Educable Mentally Retarded (E.M.R.)

A core program for educable mentally retarded pupils is taught by specially credentialed teachers within the regular school program.

Social Adjustment

Classes provide special placement for pupils with behavioral problems who also take an undue proportion of instructional time in the regular classroom. The assignment of a special teacher with reduced class size offers potential for students to gain insight into their learning or adjustment difficulties and opportunity to give both individualized academic help and special guidance to these pupils.

Program for Non-English Speaking and Foreign Students (N.E.S. AND F.S.)

Special programs are provided in designated schools for pupils whose ability to speak, read and write the English language is not adequate for participation in a regular school program. Such classes are organized into beginning, intermediate, and advanced groups.

Advanced Placement Classes

Advanced Placement classes are college level courses in academic subjects taught on the high school campus by qualified high school teachers. Students receive high school graduation credit for satisfactory completion of the course and by successful achievement in the Advanced Placement examinations may also receive college credit and/or advanced placement in college.

High School - U.C.L.A. Program

Selected 12th grade students may attend a limited number of college classes at the University of California at Los Angeles for which college credit only is earned.

High School - Junior College Program

Selected 12th grade students may attend a limited number of junior college classes for which high school graduation credit or college credit may be received.

High School - U.S.C. Resident Honors Program

Selected 12th grade students may attend the university during their senior year. While in residence such students complete their high school graduation requirements and also participate in special honors classes provided by the university.

The School Community Opportunity Project in Education

This program consists of four special services provided students and parents in selected schools. These services include the corrective reading program, an extended library day, evening counseling and school-community liaison experimental program under the McAteer Act provisions.

Student Achievement Center

The Center provides specialized resources and a "reading centered" approach to help disadvantaged youngsters get the assistance needed to achieve school success. Program design includes a communications skills room emphasizing basic reading skills, remedial social studies and remedial mathematics rooms to provide help for pupils at each of the six secondary grade levels. Additionally, a Student Achievement Center Counselor works with academically able as well as disadvantaged students, and a School-Community Coordinator improves communications with parents of disadvantaged children and with community groups.

Group Counseling

This program is designed to provide intensive group and multiple professional counseling services to selected secondary students who are potential dropouts. Group counseling techniques are directed toward instilling in students such specific values as worthwhile participation in the life of the community as a responsible adult, achievement of socially responsible behavior, working harmoniously with others toward a common purpose, and the recognition that upward social mobility depends upon successful achievement and social skills.

Vocational Education Program

The High School Vocational Education Program is conducted in 41 different schools. The following indicate the number of classes in specific training areas:

Technical Drafting	26	Graphic Arts	27
Architectural Drafting	14	Heavy Metal	12
Auto Mechnaics	32	Light Metal	3
Electronics	18	General Metal	11
Woodworking	28	Upholstery	2

Advisory committees are being established or have been set up for each of these major training areas. While the Vocational Education funds which have been made available to the Secondary Division have resulted in an expansion of the occupational program offer, it should be noted that the Industrial Occupational classes have been established in our secondary schools for five years. Records of student placements on jobs over this period of time indicate that those who have been trained in the above classes are successful in finding jobs.

In-School Neighborhood Youth Corps

The project is designed to enable youth to break out of poverty by providing them with suitable work training experiences and services. Objectives are to provide modest earnings that will make it financially possible for disadvantaged youth to remain in school; to provide opportunities for the acquisition of useful work skills and experience; to develop positive attitudes toward work, sound work habits, and ability to work with other people; to develop higher aspirations for their futures in line with their maximum potential.

1443 students recruited from 45 senior high schools (1135 of these are from senior high schools in disadvantaged areas) are project participants. Assignments to work categories include

Child Care Trainee	62	Library Aide Trainee	100
Custodian Trainee	132	Office Worker Trainee	449
Food Service Trainee	141	Playground Assistant Trainee	78
Garage Attendant Trainee	11	Stock Clerk Trainee	30
Gardener Trainee	73	Teacher Aide Trainee	367

with work stations located at 45 senior high schools, 27 junior high schools, 225 elementary schools, 40 child care centers, 2 Board garages, Stores Branch warehouse, and 13 administrative offices. Approximately 450 certificated staff personnel are involved in the identification, screening, assignment and evaluation of in-school youth trainees. Direction and guidance is provided trainees on a one-to-one basis in most locations.

		District Funds											State Funds (x)				Federal Funds			
	Secondary Area	Basic Reading	Reading Improvement	Power Reading	Special Training	Educable Mentally Retarded	Social Adjustment Classes	Non-English Speaking & Foreign Speaking	Advanced Placement	High School U.C.L.A.	High School Junior College	High School U.S.C.	School Community Opportunity Project in Education: Reading	After School Library	Counseling	School-Community Coordination	Student Achievement Centers	Group Counseling	Vocational Education	Neighborhood Youth Corps
Junior High																				
Adams	B	x	x		x	x							x							
Bancroft	D	x	x		x	x		x												
Belvedere	B	x	x		x	x		x					(x)	(x)	(x)					
Berendo	D	x	x	x	x	x														
Carver	B	x	x		x	x							(x)	(x)	(x)					
Dana	A	x	x	x	x	x	x	x										x		
Drew	A	x	x		x	x											x	x		
Edison	B	x	x		x	x							(x)	(x)	(x)					
Gompers	A	x	x		x	x														
Griffith	B	x	x	x	x	x		x									x	x		
Hollenbeck	B	x	x	x	x	x		x						x	x					
Le Conte	D	x	x	x	x	x														
Maclay	C	x	x	x	x	x	x													
Mark Twain	D	x	x		x	x	x													
Markham	A	x	x		x	x							x	x	x					
Mount Vernon	D	x			x	x		x												
Muir	D	x	x	x	x	x							x	x	x					
Nightingale	B	x	x	x	x	x											x	x		
Stevenson	B	x	x		x	x		x									x	x		
Wilmington	A	x	x		x	x	x													
Senior High																				
Banning	A	x	x	x	x	x					x								x	53
Belmont	B	x	x		x	x		x			x			x	x				x	61
Carson	A					x					x								x	54
Dorsey	D	x	x		x	x						x		x	x	x			x	55
Franklin	B	x	x		x	x		x											x	55
Fremont	A	x	x	x	x	x							x	x	x	x			x	126
Garfield	B	x	x	x	x	x		x			x				x		x	x	x	87
Jackson #	B																			15
Jefferson	B	x	x		x	x					x			x			x	x	x	64
Jordan	A	x	x	x	x	x							x	x	x			x	x	68
Lincoln	B	x	x	x	x	x		x					(x)	(x)	(x)				x	87
Los Angeles	D	x	x	x	x	x		x	x	x										45
Manual Arts	D	x	x		x	x					x		(x)	(x)	(x)	(x)			x	86
Metropolitan #	B																			15
Riis #	B																			13
Roosevelt	B	x	x		x	x		x			x						x	x	x	83
San Fernando	C	x	x	x	x	x			x										x	58
San Pedro	A	x			x	x	x	x			x							x	x	61
Venice	D	x			x	x				x									x	85
Washington	A	x	x	x	x	x					x					x			x	80

These special schools provide small academic classes, remedial in nature, and with emphasis on the development of communication skills within the content area. A special teacher norm enables the small classes.

(x) Participating under McAteer Act

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Adult

Parent-Child Pre-School Classes

These classes provide an educational program for mothers and their pre-school age children in the same classroom to help the former develop attitudes and skills which will enable them to guide, respond to, and motivate the child. Class goals include increasing school readiness on the part of the child, strengthening parental understanding of child growth and development, and improving the pre-school child's cognitive skills and group relationships.

Gerontology Classes

Classes meet in easily accessible locations and are directed specifically to increase the self-competency and community participation of the older adults. Class goals are to improve the self-image of the aging adult, increase his knowledge and use of available community resources, develop knowledge and constructive practice in areas of physical and mental health, and increase his participation in the life of the community.

Guidance, Counseling and Testing

This program for adults involves the assistance of trained counselors to help individuals who do not meet new and changing vocational standards to place their experiences, abilities, and skills in proper context to the realities around them. Project objectives involve helping the individual to establish goals and future plans, meet personal and social problems, and develop interests and abilities to help him become a better citizen and contributor to society; increased articulation of the adult school service with community agencies is a major focus.

Home Management Classes

Classes are held in an apartment setting for homemakers in low socio-economic areas, especially younger homemakers, with the goals of developing skills and techniques in housekeeping activities, improving buying power within a limited income, advancing standards of health and appearance, and building increased positive awareness of the homemaker's role.

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Adult School	Program Location	State Funds: Parent-Child Pre-School Classes	Federal Funds: Geron-tology Classes	Federal Funds: Guidance, Counseling and Testing	Federal Funds: Home Management Classes	Federal Funds: Parent-Child Pre-School Classes
Banning	Normont Terrace				2	
Belmont	Strand Hotel		1			
	Echo Playground		1			
Fairfax	West Wilshire Center		1			
Fremont	Parent School			X		
	Bethune Park		1			
	Immanuel United Church of Christ				1	
	Roosevelt Park				1	
Garfield	Parent School			X		
	Brooklyn Avenue	1				
	Duncan Center					1
	Laguna Park		1			
	Maravilla				1	
	Rowan Avenue	1				
Jefferson	Parent School			X		
	Eastside Settlement		1			
	Main Street					1
	Miramonte	1				
	Nevins	1				
	Public Library		1			
	Pueblo Del Rio Housing		1			
	United Christian Church		1			
	Victory Baptist Church				1	
Jordan	Parent School			X		
	Avalon Gardens		1			
	Hacienda Village		1		1	
	Imperial Courts	1	1		1	
	Jordan Downs	1	1			1
	116th Street School					1
	Nickerson Gardens		1		1	
Lincoln	Parent School			X		
	Lincoln Care Center		2			
	Mead Housing Project	1			1	
	Ramona Gardens				1	
	Rose Hill Housing				1	1
	20th Century Lodge		2			
Manual Arts	Wesley Methodist Church		1			
Roosevelt	Parent School			X		
	Aliso Village	1			2	
	Costello Recreation Center					1
	Eastside All Nations		1			
	Estrada Courts		1		1	
	Pico Gardens				1	

PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED

Adult School	Program Location	State Funds: Parent-Child Pre-School Classes	Federal Funds: Geron-tology Classes	Guidance, Counseling and Testing	Home Management Classes	Parent-Child Pre-School Classes
San Fernando	Inter-Faith Center		1			
	Los Palmas Park	1				
	San Fernando Gardens				1	
	Vaughn Street School					1
San Pedro	Barton Hill School					1
	Rancho San Pedro				1	
	San Pedro YWCA		1			
University	Regis House	1				
Venice	Israel Levine Center		1			
	Oakwood Park				1	
SUMMARY:	Classes	10	24		19	8
	Locations	10	22	6	17	8
	Adult Schools	7	12	6	10	7
	Specialists			6		
	Teachers	8	9		8	7
	Parent-Education Helpers					7

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